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Using Rubrics to Support Teaching and Learning

English Roundtable Web Chat
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Regional English Language Office
U.S. Embassy, Beijing



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What Is a Rubric

a rating scale that defines and
differentiates levels of performance

(Martin-Kniep, 2000, p. 34)



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Types of Rubrics

Most classroom rubrics are

- ❖ Holistic : assign a single score to an entire product, process, or performance; rely on multiple descriptors but refer to them in single causes or paragraphs.
- ❖ Analytic: disaggregate the parts of a product, process, or performance into its critical attributes or dimensions; describe these attributes separately and have descriptions for each attribute.



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Features of Rubrics

Although rubrics can be created in a variety of formats, they all contain three common features:

- ❖ They focus on measuring a stated objective (performance,, behavior, or quality).
- ❖ They use a range to rate performance.
- ❖ They contain specific performance characteristics, arranged in levels indicating the degree to which a standard of performance has been met (San Diego State University, 2001a).



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A HOLISTIC RUBRIC FOR A PERSUASIVE LETTER **Using a rating scale of 1 (lowest grade) to 6 (highest grade)**

- 6 Takes a strong, convincing position; is well-organized; argument is persuasive with accurate, supporting evidence; discusses all significant issues with clear understanding of important relationships; examines the problem from several different positions using arguments and counterarguments.
- 5 Takes a well-defined position; organizes argument with supporting evidence from a variety of sources; discusses the major issues and shows an understanding of the relationships among them.
- 4 Offers a clear, plausible position; organizes argument with adequate evidence from limited sources; considers several ideas or aspects of the issues.



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A HOLISTIC RUBRIC FOR A PERSUASIVE LETTER (CONT'D)

- 3 Offers a specific position; presentation has logical organization; limited evidence applied to general conclusion; considers more than one idea or aspect of the issue
- 2 Offers general position; presentation has minimal organization; uses generalities and personal opinion to support position; considers only one aspect of the issue.
- 1 Position is vague; presentation is brief with unrelated general statements; view on issue is not clear; statements tend to wander or ramble.



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AN ANALYTIC RUBRIC FOR STUDENT ATTRIBUTES

Dimension	1	2	3	4	5	6
Preparedness	Doesn't know what a book is.	Doesn't know where the book is.	Has a book, but it's the wrong book.	Knows where the book is but doesn't have it.	Has the right book, but it's not open.	Has the right book open to right page.
Participation	Is absent.	Is present but at the nurse's office.	Is in the right hall but in the wrong room.	Is in the right room, asleep at someone else's desk.	Is in the right room, asleep at own desk.	Is in the right desk and awake.
Hygiene	Has seen water.	Recognizes soap and water.	Uses water weekly.	Use water and soap weekly.	Uses soap and water and knows what deodorant is.	Uses soap, water, and deodorant daily.



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Benefits of Using Rubrics

Rubrics have enormous value as instructional tools and as assessment tools:

They are useful to teachers because they help them clarify what they want from students and convey their expectations for students' work and achievement in ways that students can understand and use.



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Benefits of Using Rubrics (cont'd)

Rubrics assist students as they proceed with the development of processes and products helping them monitor their own performance and achievement.



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Benefits of Using Rubrics (cont'd)

Rubrics are also helpful to other stakeholders because they enable teachers to justify and validate grades, and they allow people such as parents, supervisors and support staff to see teachers' criteria for judging students' work.



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Recommended Resources

<http://rubistar.4teachers.org/>

<http://school.discoveryeducation.com/schrockguide/assess.html>

Martin-Kniep, Giselle O. (2000) *Becoming a better teacher: eight innovations that work*: ASCD

Shrum Judith L. (2005) *Teacher's Handbook: Contextualized Language Instruction*. Thomson Heinle